



THE SOONER THE BETTER

EARLY CHILDHOOD EDUCATION: A KEY TO LIFELONG SUCCESS

Snohomish County Human Services

EARLY LEARNING OUTCOMES REPORT 2016-2017

Snohomish County Government
Human Services Department
Early Learning Division
3000 Rockefeller Ave. M/S 305
Everett, WA 98201

Photo: Rand Corp.

The Sooner the Better

Early Childhood Education:
A Key to Lifelong Success

Early Learning Outcomes Report 2016-2017

is a publication of:

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Farewell to Joe Varano

The Human Services Department says good-bye to Early Learning Division Manager Joe Varano, who retired June 2017 after 27 years with Snohomish County!

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The Sooner the Better

A Word From the Snohomish County Executive



Dave Somers
County Executive

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August 2017

I am honored to present *The Sooner the Better: Snohomish County Early Learning Outcomes Report 2016-2017*. Snohomish County's goal is to prepare children for success in school and life, supporting strong, sustainable communities for everyone's future.

Decades of research show that school readiness begins at birth and is supported through high quality programs and services to children and their families. For example, compared to children who do not participate in a high quality early learning program, children who do participate are more likely to:

- Be healthier when they begin kindergarten;
- Graduate high school and enter college; and
- Be employed and earn more as adults in the workforce.

They are *less likely* to:

- Be in special education or repeat a grade in school;
- Get involved in a crime as teens or adults; or
- Become teen parents.

Snohomish County's early learning programs offer a substantial return on community investment. These programs begin in the earliest years when children are developing multiple, interrelated skills such as thinking and problem-solving, physical and motor development, relationships, language, and literacy. High quality early learning programs provide the kind of learning environments, opportunities, and tools necessary to help children reach their fullest potential. Because family, community, and cultural influences are embedded in a child's development, early learning programs support the needs of the whole family, encouraging family sustainability and well-being.

Snohomish County applies the latest research and theories of child development and holistic family services through its two early learning programs: North Snohomish County Early Head Start (NSC EHS) and Early Childhood Education and Assistance Program (ECEAP). NSC EHS serves pregnant mothers and children from birth to three years old, enhancing development and family functioning. ECEAP is a comprehensive, family-focused preschool program that prepares children to enter school with the skills they need to succeed.

When it comes to preparing children for success in life, Snohomish County's philosophy is, "The sooner, the better." We are proud to share outcomes and accomplishments that are important for sustaining thriving communities. Congratulations to the staff, parents, stakeholders, and volunteers who work faithfully to support the healthy development of children and parents throughout Snohomish County.

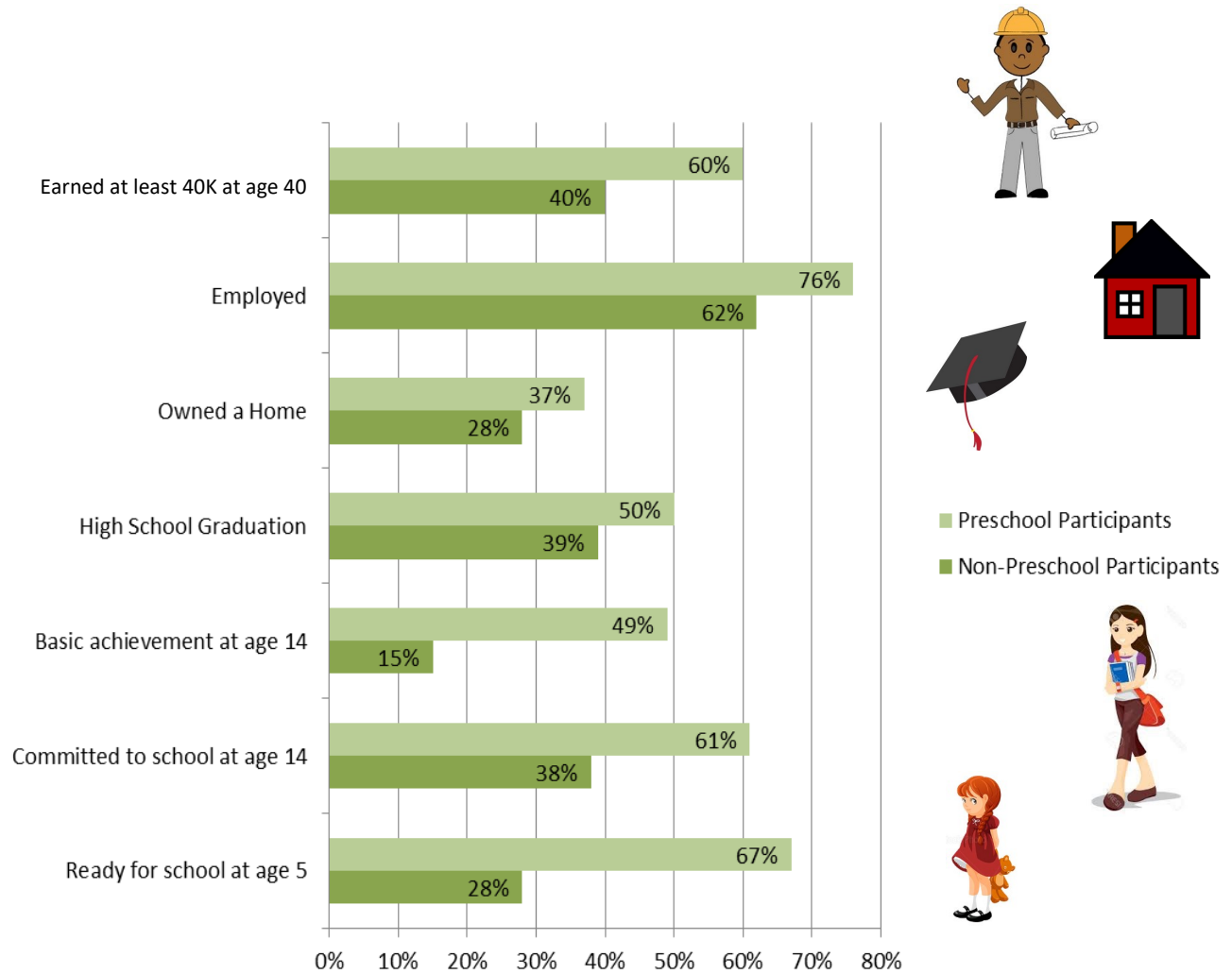
Sincerely,

Dave Somers
Snohomish County Executive

THE SOONER THE BETTER

Faring Better in Life

Children fare better in life when they have had high-quality, intensive early learning. Below is data from the nationally renowned HighScope preschool program showing the difference in long-term outcomes for children attending a high-quality preschool program and those who did not attend preschool¹.



¹ Data from *HighScope Long-Term Benefits at Age 40*. Annual income adjusted for 2017.

THE SOONER THE BETTER Faring Better in Life

2014 SURVEY RESULTS

EARLY CHILDHOOD EDUCATION IS A NATIONAL PRIORITY FOR VOTERS

% who said these issues are **very/extremely** important



GROWING JOBS
AND ECONOMY

89%



GIVING CHILDREN
A STRONG START

85%



IMPROVING
PUBLIC SCHOOLS

78%



LOWERING
TAXES

63%

AMERICA SPEAKS: GROW AMERICA STRONGER WITH QUALITY EARLY CHILDHOOD EDUCATION

Infographic: www.growamericastronger.org

SNOHOMISH COUNTY EARLY LEARNING DIVISION

Two Programs Serving Children Birth To Five

Snohomish County Human Services Department houses many programs to help Snohomish County residents meet their basic needs and develop their potential. The Department operates two early learning programs under its Early Learning Division. The Early Learning Division serves...

Prenatal to Three Years Old, and Pregnant Women

North Snohomish County Early Head Start (NSC EHS) is a home-visiting, child-development program for income-eligible families with infants and toddlers, or pregnant mothers. We work with families to promote the growth and development of children by supporting parents as the child's first and best teacher. NSC EHS is funded by the Office of Head Start to serve **82 families in the four communities of Arlington, Granite Falls, Marysville, and Sultan.**



Age Three Through Five Years Old

The Early Childhood Education and Assistance Program (ECEAP) is a comprehensive pre-kindergarten program designed to serve income-eligible children and their families. ECEAP provides education, family support, and health screenings for children. ECEAP is funded by the Washington State Department of Early Learning to serve **1,336 children at 22 sites in Snohomish County.**



MISSION

We engage in respectful partnerships with family members and community groups to nurture the development, education and overall well-being of young children. We provide educational experiences that cultivate the potential of the whole child. We provide family support, parent involvement and parent education that values diversity and builds on the strengths of each child and family.

VISION

Young children and their families are healthy and thriving as part of a diverse and unified learning community that is committed to their well-being. Parents advocate for systems that benefit their children. Families and community develop greater resilience, demonstrate compassion for others, and value life-long learning.

VALUES

Integrity	Trust	Compassion	Partnership
Inclusion	Empowerment	Resourcefulness	Accountability

NORTH SNOHOMISH COUNTY EHS

Introduction

Early Head Start is a two-generation program designed to provide high-quality child and family development services to low-income pregnant women and families with infants and toddlers. EHS began in 1995 as an addition to Head Start, which emerged in the 1960's as a major strategy in the War on Poverty.



A national evaluation conducted by Mathematica Policy Research, Inc. found that three-year-old EHS children performed significantly better on a range of measures of cognitive, language, and social-emotional development than those children not participating in EHS². In addition, their parents scored significantly higher than parents who did not participate in EHS on many aspects of the home environment and parenting behavior.

North Snohomish County Early Head Start

NSC EHS offers children and families comprehensive, home-based child development services:

- ◆ Access to health screenings and medical, nutritional and early intervention
- ◆ Developmental, early learning and school-readiness
- ◆ Parent support, training and resources
- ◆ Referrals to social services and follow-up
- ◆ Prenatal health care, screenings and support



NSC EHS is funded by the Office of Head Start and housed by Snohomish County Government. In 2016, NSC EHS served 117 families, including 134 children.

NSC EHS operates on the Principles of Early Head Start set forth by the Department of Health and Human Services-Administration for Children and Families:

- | | |
|---|--|
| ◆ <i>Emphasis on high quality</i> | ◆ <i>Cultural competence</i> |
| ◆ <i>Prevention services and promotion of healthy development</i> | ◆ <i>Comprehensiveness, flexibility and responsiveness of services</i> |
| ◆ <i>Parent engagement</i> | ◆ <i>Transition planning</i> |
| ◆ <i>Inclusion</i> | ◆ <i>Collaboration</i> |

² Adapted from <http://www.acf.hhs.gov>. *About Early Head Start*.

NORTH SNOHOMISH COUNTY EHS

A Profile of Our Families

Children served (cumulative number)	134
Pregnant women served (cumulative number)	11
Average monthly enrollment	82
Ages of children served:	
< 1 Year	46
1 Year	37
2 Years	47
3 Years	4
Ethnicity:	
Hispanic/Latino	74
Non-Hispanic/Latino	69
Non-English speakers	60
Homeless served	37
Single parent families	34
Single parent families unemployed	21
Received:	
TANF/SSI	21
WIC	115
SNAP	55
Child qualifies for early intervention	34



* Data source: 2013-2014 Head Start Program Information Report.

Photos: CDC, Dreamstime, University of S. Australia, Pinterest

NORTH SNOHOMISH COUNTY EHS Budget

For the year 2017, NSC EHS has operated on a budget of **\$1,163,994**. A breakdown of expenditures for 2016 and the current 2017 budget are shown in the charts below:

Expenditures: January 2016-December 2016

Operating Allocation	
Personnel	628,405
Fringe Benefits	306,753
Travel	0
Supplies	10,070
Contractual	0
Other	185,266
Training Allocation	27,900.00
Travel	5,768
Supplies	608
Contractual	7,000
Other	14,524
TOTAL	\$1,163,994
Non-Federal Share	345,090

Budget: January 2017-December 2017

Operating Allocation	
Personnel	630,347
Fringe Benefits	310,826
Travel	5,768
Supplies	10,678
Contractual	12,600
Other	193,775
Training Allocation	27,900
Travel	5,768
Supplies	608
Contractual	7,000
Other	14,524
TOTAL	\$1,163,994
Non-Federal Share Requirement	291,534

NSC EHS Exceeds Minimum Requirement for Non-Federal Share Contributions!

EHS programs must match at least 20% of their total funding award in donated goods or financial support. **In 2016, NSC EHS exceeded the 20% mark by \$112,292!** We leveraged **\$345,050** in community support, transportation, food, research analysis, and parent and community volunteer hours.



Photo: Pixabay

NORTH SNOHOMISH COUNTY EHS

Curricula, Assessment and Outcomes

Our curricula demonstrate the features and long-term outcomes identified by the Office of Head Start National Center on Quality Teaching and Learning (NCQTL) as characteristics of effective curricula. “A high-quality, research-based curriculum provides learning guidance on what to teach (content) and how to teach (learning experiences and teaching practices)”³. Our curricula includes the following components, adapted from the NCQTL guidelines:

- ◆ Comprehensive lesson plans
- ◆ Specific goal-setting strategies
- ◆ Well-designed approaches
- ◆ Intentional approaches
- ◆ Cultural and linguistic responsiveness
- ◆ Individualized planning
- ◆ Well-designed assessments
- ◆ Family engagement strategies
- ◆ Appropriate approaches for program staff, children and families

Creative Curriculum for Infants, Toddlers and Twos

A developmentally-appropriate curriculum that focuses on children’s strengths and *emergent learning* (using daily experiences as learning opportunities).

Circle of Security

An engaging, interactive curriculum supporting parent and child attachment and responsive caregiving. Using practices from long-standing theories of child development and family systems proven to be foundational for school-readiness, COS focuses on helping parents understand the importance of bonding and security.

Promoting First Relationships

A social-emotional curriculum based on *attachment theory*, or how long-term relationships affect people. This curriculum uses the parent-child *dyad* (a two-person group) to support and guide caregivers in building nurturing and responsive relationships with chil-

Partners for a Healthy Baby

A nationally-recognized, research-based curriculum that supports a systematic approach to planning and conducting effective home visits. Components include: improved prenatal health; positive parenting; enhanced child health and development; infant mental health; economic self-sufficiency; and family stability.

³ Head Start National Center on Quality Teaching and Learning. Retrived from www.eclkc.ohs.acf.hhs.gov.

NORTH SNOHOMISH COUNTY EHS

Curricula, Assessments and Outcomes

Developmental Assessment. NSC EHS uses **GOLD® By Teaching Strategies** (TS GOLD), an online assessment tool used with Creative Curriculum to assess the growth and development of infants and toddlers. The following chart shows the average growth in children's development from Fall 2016 to Spring 2017 in six domains.

Social-Emotional	
Birth to One year	9.5%
One to Two Years	4.6%
Two to Three Years	4.7%
Physical	
Birth to One year	6.0%
One to Two Years	2.7%
Two to Three Years	2.1%
Language	
Birth to One year	9.4%
One to Two Years	6.4%
Two to Three Years	3.5%
Cognitive	
Birth to One year	8.2%
One to Two Years	5.5%
Two to Three Years	3.2%
Literacy	
Birth to One year	3.2%
One to Two Years	3.1%
Two to Three Years	1.3%
Math	
Birth to One year	1.6%
One to Two Years	1.3%
Two to Three Years	1.5%



NORTH SNOHOMISH COUNTY EHS

Curricula, Assessments and Outcomes

Developmental Screenings. NCQTL states that, “the more you know about children's academic, social, and emotional development, the more able you will be to meet their needs”⁴. Gathering information about how well children are progressing helps Infant-Toddler Specialists (home visitors) plan their home visit activities with parents and children, and how to apply curricula. Initial screening and checking the children's progress helps staff and parents identify and work with those children who need special help or who face extra challenges.

NSC EHS uses the following screening tools to provide information on children's progress and identify any special needs or developmental concerns. This material is adapted from www.agesandstages.com.

Ages & Stages Questionnaire: 3rd Edition (ASQ-3™)

A developmental screening tool designed for use by early childhood educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly and creates the snapshot needed to catch delays and celebrate milestones. ASQ questionnaires:

- ◆ Are available in English or Spanish.
- ◆ Are quick and easy to complete and score.
- ◆ Capture parents' in-depth knowledge.
- ◆ Highlight a child's strengths as well as concerns.
- ◆ Teach parents about their child's skills.
- ◆ Highlight results to make it easier to keep track of children at risk.
- ◆ Can be completed in a variety of settings.

The validity of ASQ-3 has been studied more than any other screener. Psychometric studies based on a normative sample of more than 18,000 questionnaires show high reliability, internal consistency, sensitivity, and specificity.

Ages & Stages Questionnaire: Social-Emotional (ASQ:SE-2)

Modeled after the acclaimed ASQ-3™ and tailored to identify and exclusively screen social and emotional behaviors. ASQ:SE-2 is an easy-to-use tool with all the advantages of ASQ-3—it is cost-effective, parent-completed, photocopiable, and culturally-sensitive.

ASQ:SE-2 has been studied extensively. Psychometric studies based on normative samples of more than 16,000 questionnaires show high reliability, internal consistency, sensitivity, and specificity.



⁴ Ibid.

NORTH SNOHOMISH COUNTY EHS

Health, Mental Health and Disabilities

Health. The Center on the Developing Child cites the foundations of health as: “stable and responsive environment of relationships; safe and supportive physical, chemical and built environments; and sound and appropriate nutrition”⁵. NSC EHS is committed to this statement as a guiding principle.



The chart below is adapted from the Trust for America’s Health⁶ website and shows the potential risks young parents face and the strategies that high-quality early learning programs use to minimize those risks. NSC EHS works in partnership with the Early Learning Division Nurse to provide services based on these strategies:

Developmental Period	Potential Risks	Strategies
Preconception and Prenatal	<ul style="list-style-type: none"> ◆ Women’s and maternal health problems ◆ Mental health, maternal depression and substance abuse ◆ Inadequate prenatal care 	<ul style="list-style-type: none"> ◆ Ongoing well-child care exams and preventative care for women of child-bearing age ◆ Access to quality health care and social services ◆ In-home nurse visits
Infancy and Toddlerhood	<ul style="list-style-type: none"> ◆ Insecure attachment to caregiver ◆ Inappropriate expectations for the child ◆ Harsh discipline ◆ Lack of or limited breastfeeding and proper nutrition 	<ul style="list-style-type: none"> ◆ Parenting classes on developing warm, supportive relationships, understanding child development and managing child behavior ◆ Establishing medical and dental homes ◆ Safe and beneficial out-of-home services as needed ◆ Support for good nutrition and increased physical activity

⁵ Center on the Developing Child, Harvard University. Retrieved from www.developingchild.harvard.edu.

⁶ A Healthy Early Childhood Action Plan 2015. *Trust for America’s Health*. www.healthyamericans.org.

NORTH SNOHOMISH COUNTY EHS

Health, Mental Health and Disabilities

Mental Health. Vanderbilt University's Center on the Social and Emotional Foundations for Early Learning states that "young children's healthy social and emotional development is critical to school-readiness and positive long-term outcomes"⁷. Vanderbilt University further reports that the field of early childhood mental health consultation is gaining momentum in recent years. Preliminary findings show that this intervention:

- ◆ Reduces preschool expulsions.
- ◆ Increases staff confidence in helping families with children exhibiting difficult behaviors.
- ◆ Works most efficiently in a holistic, collaborative program environment.

NSC EHS provides:

- ◆ Holistic services that promote mental health and family support
- ◆ Screenings for children using the Ages and Stages Questionnaire SE-2 (See page 13)
- ◆ A licensed Mental Health practitioner on staff, responsible to promote family and programmatic consultation
- ◆ Resource and referral for further consultation or treatment as needed



Disabilities. NSC EHS uses an ***inclusion model***, which ensures that all children receive individualized services including adaptations to support children with special needs. Children receive the *Ages & Stages Questionnaire* (See page 13), ensuring timely referral to developmental evaluations. If indicated, Infant-Toddler Specialists:



- ◆ Consult the NSC EHS Director, who is also the program's qualified Disabilities Coordinator.
- ◆ Consult with Part-C agencies such as partner Early Intervention Program (See page 16).
- ◆ Participate with Part-C agencies in the development of an Individual Family Services Plan (IFSP).
- ◆ Apply a range of approaches that engage both parent(s) and child in communication and play.

Disabilities Process Objectives 2016

- ◆ 10% of children on an IFSP were determined eligible for services prior to enrollment.
- ◆ 2% of children on an IFSP were determined eligible for services during enrollment year.

⁷ Duran, F., Hepburn, K., Kaufmann, R., Le, L.. *Research Synthesis: Early Childhood Mental Health Consultation*. Center on the Social and Emotional Foundations for Early Learning. Retrieved from www.vanderbilt.edu.

NORTH SNOHOMISH COUNTY EHS

Our Partner: Early Intervention Program

We are Snohomish County Early Intervention Program (EIP), the Early Support for Infants and Toddlers lead agency for Snohomish County. EIP serves over 1,000 children throughout the county. Our services are specialized to address the individual developmental needs of each child and the family's primary concerns and priorities. Services are provided mostly in the child's *natural environments* – in their homes and in other community settings – where typically-developing children play and learn. We emphasize *parent coaching*—parents learning intervention strategies for their child. By collaborating with other early intervention programs, we build a strong foundation for children's learning, family partnerships and parent empowerment.



EARLY INTERVENTION SERVICES FOR 2017

Infants and toddlers and their families served at any one time	984
Eligible infants and toddlers and their families who received services	1,867
(%) Toddlers exiting early intervention who did not qualify for special education at age three	26%
(%) Infants/toddlers and families who received services in the natural environment (i.e., in-home)	100%

OUTCOMES FOR 627 CHILDREN SERVED BY EIP IN 2017

	Increased Growth by Time of Exit	Functioning at Age Expectations by Time of Exit
Positive Social-Emotional Skills	50%	53%
Acquiring and Using Knowledge and Skill	58%	54%
Use of Appropriate Behaviors	58%	53%

DEMOGRAPHICS

Ethnicity	Total By Count	Age 0—1	Age 1—2	Age 2—3
American Indian/Alaskan Native	28	4%	21%	75%
Asian	137	9%	30%	61%
Black/African American	80	12%	29%	59%
Hispanic/Latino	354	15%	24%	60%
Native Hawaiian/Pacific Islander	11	27%	9%	64%
White	1,064	11%	24%	65%
Two or More Races	193	12%	28%	60%

Photo: Ability Mission

NORTH SNOHOMISH COUNTY EHS

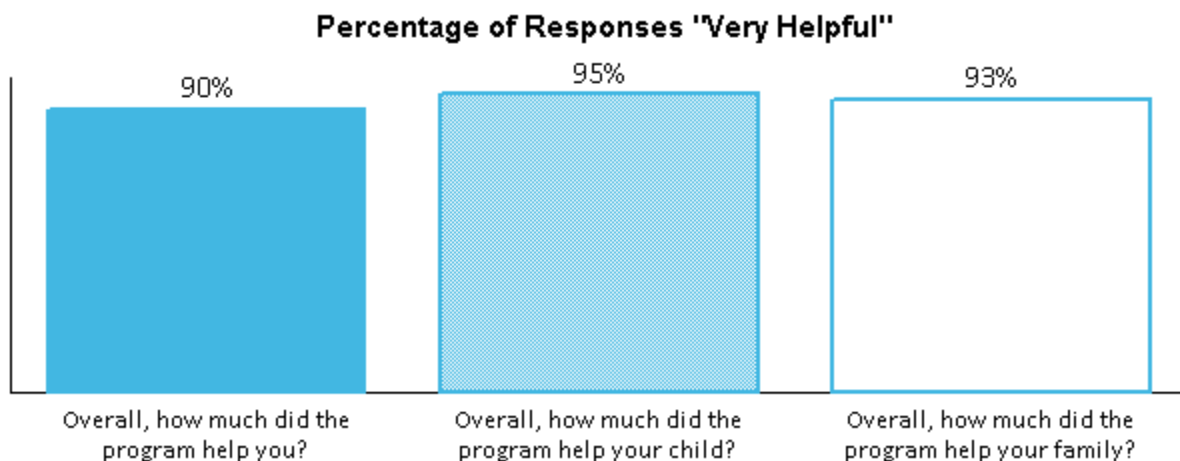
Family Engagement

The 2Gen Approach. Traditionally, early learning programs have focused heavily on children's needs with minimal support to parents' individual needs. But the heart of early learning is changing. According to the organization Trust for America's Health, which promotes policy on the health and outcomes of families as indicator of a sustainable economy, addressing the needs of *both parent and child in concert* is best practice⁸. This practice is referred to as the Two-Generation, or 2Gen, approach.

The Early Learning Division is at the vanguard of this movement. We offer:

- ◆ A program in partnership with United Way to provide supplies and training to increase parents' marketable skills for the workplace
- ◆ A Dental Initiative for parents' access to dental care
- ◆ Family goal-setting and goal-tracking, including objectives and strategies
- ◆ Parent education such as First Aid classes, income tax preparation, family emergency preparedness, home health care classes and parenting classes
- ◆ EHS parent Policy Council for program planning

Parent Survey Results. NSC EHS surveys parents every Spring to assess the effectiveness of the program in meeting the needs of the whole family. In 2017, 61 parents and guardians enrolled in NSC EHS reported how they and their families benefited from the variety of services received. **Results are a strong testament from the respondents about how much NSC EHS contributes to their families' well-being!**



For the complete NSC EHS report, please contact Ramona Menish at ramona.menish@snoco.org.

⁸ Ibid.

NORTH SNOHOMISH COUNTY EHS

Family Engagement

The Home-Based Model. NSC EHS uses the **home-based model** to engage parents in child development, community resources and child guidance while maintaining their normal home environment. Chapin Hall, the policy program at the University of Chicago, reports that political interests, clinical knowledge (such as Nurse Family Partnerships) and empirical research show that the home visit model achieves positive outcomes and overcomes barriers to engagement⁹.

Socializations. Infant-Toddler Specialists provide each family a minimum of **one 90-minute home visit** per week. In addition to home visits, we provide **socializations** for families twice a month. Socialization provides a unique opportunity for early learners to problem-solve, learn and practice language, learn child development observation skills, make connections, move their bodies, and develop friendships.

2016 Socializations and field trips:



- ◆ Children's Museum
- ◆ Jump, Rattle and Roll
- ◆ Willis Tucker Park
- ◆ Jetty Island
- ◆ Sultan Shindig
- ◆ Seattle Aquarium
- ◆ Flower World
- ◆ Snohomish Aquatic Center
- ◆ Pumpkin Patch
- ◆ Tulalip Fields
- ◆ Marysville Water Park
- ◆ Lights of Christmas
- ◆ Woodland Park Zoo
- ◆ Bryant's Blueberry Farm

Home visits completed	3,127
Socializations completed	98
Families attending socializations	392
Parent meetings	84
Parents attending meetings	3,127
Parent volunteer hours*	14,130



**Includes parent and child development work, planned by parent and ITS, at home.*

⁹ Daro, D. (2009). *Home Visitation: The Cornerstone for Effective Early Intervention*. Chapin Hall at the University of Chicago.

SNOHOMISH COUNTY ECEAP

Introduction

Early Childhood Education and Assistance Program (ECEAP) is a two-generation, statewide preschool program that provides services to low-income families with children age three to five. ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services to Washington's most at-risk young children since 1987. ECEAP is aligned with nationally researched programs that have shown exceptional returns on every dollar invested.



According to the Washington State Department of Early Learning (DEL), ECEAP is effective at:

- ◆ Increasing children's social-emotional, physical and pre-academic skills.
- ◆ Supporting families and building their capacity to encourage their children's success.
- ◆ Ensuring that each child receives medical and dental care to start school¹⁰.

Snohomish County ECEAP has been awarded 103 more slots beginning Fall 2017, for a new total of 1,336!

ECEAP Service Domains

- ◆ Child development
- ◆ Health and nutrition
- ◆ Family engagement
- ◆ Family support

Snohomish County ECEAP is funded by DEL and housed by Snohomish County Government.

In 2016-17, the program had a Funded Enrollment Level of 1,233; Snohomish County ECEAP served 1,380 children.

ECEAP currently operates under 15 subcontractors and 22 sites. Sites provide part-day services (2.5-3 hours per day) or full-school-day services (5.5-6 hours per day), or both models (see p. 21).

Eligibility. Eligible participants are children whose family income is at or below 110% of the federal poverty level. Four-year-olds have enrollment priority; however, three-year-olds are served as space is available, and are given higher enrollment priority if transitioning from a birth-to-three program such as NSC EHS. Over-income children may be eligible based on certain research-based risk factors.

¹⁰ Retrieved from www.del.wa.gov.

SNOHOMISH COUNTY ECEAP

A Profile of Our Families



Child age...	
4-Year-Olds	65%
3-Year-Olds	35%
Race (four primary identified)...	
White	40%
Hispanic/Latino Ethncity	28%
Bi-racial/Multi-racial	8%
Black/African-American	10%
Home language (three primary identified)...	
English	68%
Spanish	20%
Arabic	2%
Homeless	6%
Foster	3%
Child on IEP	7%
Parents employed last 12 months	68%
Single parent home	43%
Household income...	
At or below 50% FPL	39%
50-80% FPL	24%
80-110% FPL	26%
Family risk factors: current or previous...	
Parent w/ mental health issues	21%
Substance abuse	12%
Domestic violence	15%
CPS/FAR involvement	15%
Family isolation	15%
Parent disabled (per ADA definition)	6%
On wait list for ECEAP services	354

Photos: HuffingtonPost, Stock, Child Development Institute, Everyday Family

SNOHOMISH COUNTY ECEAP Budget

In 2016-2017, ECEAP provided services at 21 sites in Snohomish and Skagit counties. ECEAP contracted with: nine school districts; two tribal organizations; three non-profit organizations; and one community college. ECEAP operated on a budget of **\$9,919,942.76**.

Subcontractor and Administrative Operational Costs 2016-2017	Subcontractor	Service Model	Budget
	Arlington School District	Part-Day	\$440,200
	Darrington School District	Part-Day	105,400
	Everett Community College	Full-School-Day	516,000
	Everett Public Schools (5 sites) ¹	Part-Day	1,492,727
	Granite Falls School District ²	Part-Day, Full School Day	279,503
	Josephine Sunset Home	Part-Day	310,000
	Lake Stevens School District ³	Part-Day	558,790
	Lakewood School District ⁴	Part-Day	190,038
	Marysville School District ⁵	Part-Day	1,204,400
	Mukilteo School District	Part-Day	992,480
	N. Co. Family Services	Full-School-Day	103,200
	Snohomish School District	Part-Day	372,000
	Tulalip Tribes	Part Day, Full-School-Day	671,200
	Upper Skagit Tribe	Part-Day	99,200
	Volunteers of America (3 sites)	Part-Day, Full-School-Day	840,000
	County Admin/Program Op		1,744,804.76
	TOTAL		\$9,919,942.76
	<div> <div>In Kind</div> <p>Snohomish County ECEAP leveraged \$1.9 million in community support, including funding from school districts and tribes to provide additional services. Contributions included facility space, administrative support, transportation, food, and parent and community volunteer hours.</p> </div>		

¹ Includes \$4,727 for literacy project.

² Includes \$7,503 for start-up activities.

³ Includes \$790 for garden project.

⁴ Includes \$4,038 for slot increase.

⁵ Includes \$20,000 for Teacher Mentoring and \$25,000 for playground.

SNOHOMISH COUNTY ECEAP

Curricula, Assessment and Outcomes

High-Quality, Intensive Services. Research from the RAND Corporation asserts that early learning has a long-term sustained impact on school success—IF early learning services are high-quality and intensive¹¹. To ensure ECEAP is providing these services, DEL uses **Early Achievers** to assess each ECEAP site. Early Achievers is the State’s quality rating and improvement system for early learning programs. All ECEAP sites are visited and rated using the Early Childhood Environmental Rating Scale (ECERS) and the Classroom Assessment Scoring System® (CLASS), valid and reliable tools which assess a classroom’s physical environment, emotional climate, interactions between teachers and children, program structure and activities to support learning. Sites receive a rating from 1-5.

Two Snohomish County ECEAP sites attained the only ECEAP score of Level 5 in the state. The majority of the County’s ECEAP sites attained Level 4. The remaining few are working toward a Level 4 in the coming year.

Curricula

Creative Curriculum for Preschool

A strengths-based, high-quality, emergent curriculum created by Teaching Strategies that is developmentally appropriate for children from age three to five. Resources are available in English and Spanish, which assists teachers in supporting dual-language-learners in acquiring English while maintaining their home language. The curriculum uses objectives for development and learning that predict school success and are in alignment with State early learning standards.

Early Childhood Hands-On Science (ECHOS)

An evidence- and research-based science curriculum developed by the Patricia and Phillip Frost Museum of Science specifically for preschool children. Children learn concepts of natural sciences, how things work and how to think critically. Outcome studies indicate improvement in teacher confidence and capability and children’s learning and understanding of scientific concepts, skills and processes.

Building Foundations That Last

A literacy framework that teaches children to verbalize, write and illustrate their own stories, developing organizational, compositional and cognitive skills. ECEAP partners with local school districts and David Matteson and Associates¹² to meet the literacy objectives of the P-3 Alignment ESD 189 movement, which seeks to establish approaches to literacy in early childhood education that align across preschool and the early grades.

¹¹ Auger, A., Karoly, L. (2016). “Informing Investments in Preschool Quality and Access in Cincinnati: Evidence of impacts and economic returns from national, state and local preschool programs”. RAND Corporation.

¹² wwwFOUNDATIONSINLITERACY.org.

SNOHOMISH COUNTY ECEAP

Curricula, Assessment and Outcomes

Child Protection Unit

An interactive, comprehensive personal safety curriculum. Children learn simple safety rules that guide them toward safe decision-making in a variety of situations: traffic and fire safety; finding weapons; and personal safety. Teachers and families are supported in discussing sensitive and critical issues.

Second Step

A violence prevention curriculum that teaches social and emotional skills to manage strong emotions and prevent physical and emotional violence toward others. Second Step includes teacher-friendly curriculum, training for educators, and parent education components.

Award to Support Dual-Language-Learners

In 2016, Snohomish County ECEAP was awarded a grant from Tulalip Charitable Fund to buy multi-language books for our sites.

Children who can read, write and think in more than one language develop more complex executive function in the brain; executive function has been referred to as the “air traffic control” system of the brain, located in the frontal cortex and made up of three primary parts: working memory, cognition and self-control¹³. In addition to encouraging early literacy basics in English, ECEAP teachers support children whose home language is other than English. Parents of dual-language-learners are encouraged to use their home language regularly with their child and are invited to volunteer in the classroom to share their language and other aspects of their culture.



The award from Tulalip Tribes allowed sites to build small libraries full of multi-language books for use in the classroom and for parents to check out for home use. The libraries are a great success with both native English speakers and dual-language-learners. Some parents of dual-language-learners visit classrooms and use the books to read to the children in their own home language. More and more families from all backgrounds are telling us that the libraries are not only helping their children learn a broad range of literacy skills, but show parents that they are all welcome participants in the program!

¹³ Tabors, P.O. (2008). *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. Baltimore: Paul H. Brookes.

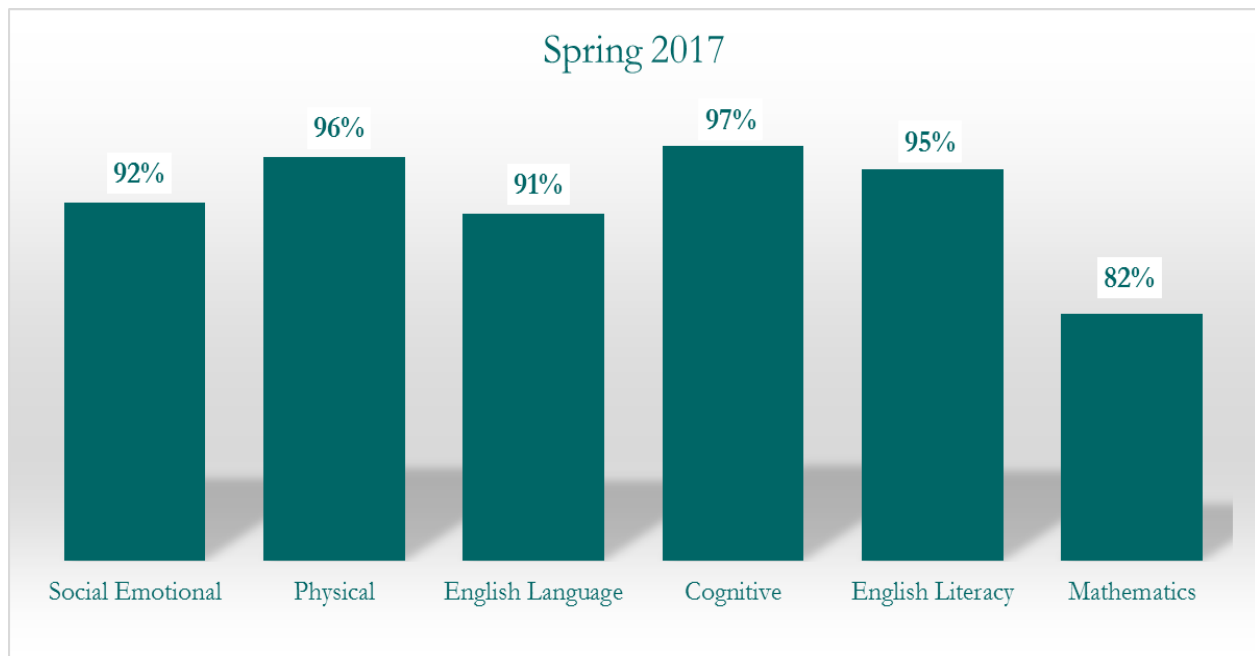
SNOHOMISH COUNTY ECEAP

Curricula, Assessment and Outcomes

Assessment and Outcomes

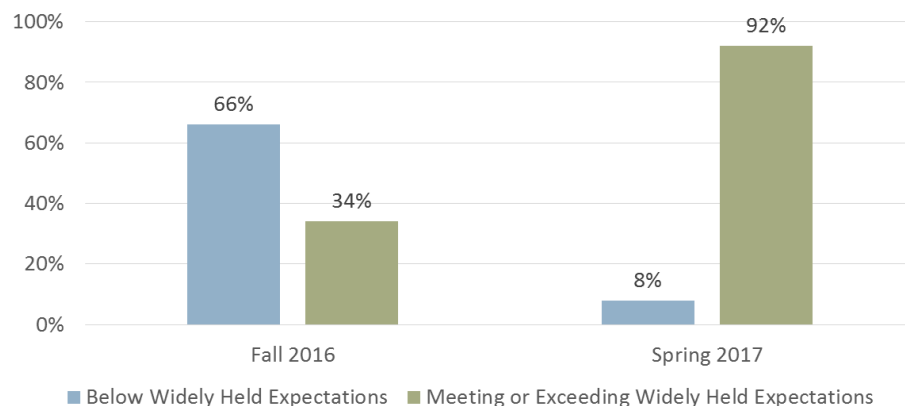
Like NSC EHS, Snohomish County ECEAP uses **Teaching Strategies GOLD™** (TS GOLD) to assess the growth and development of children throughout the program year. Teachers assess children's progress on the Objectives for Development & Learning three times each year—Fall, Winter and Spring. Assessments are based on the Progressions of Development and Learning, which are based in standard developmental and learning expectations for most children at various ages (TS GOLD Widely Held Expectations).

Reflected below are the percentages of the 692 pre-kindergarten children whose knowledge, skill and behaviors in each area of development are at or above the range of skills needed to be ready for kindergarten entry as assessed in Spring 2017.



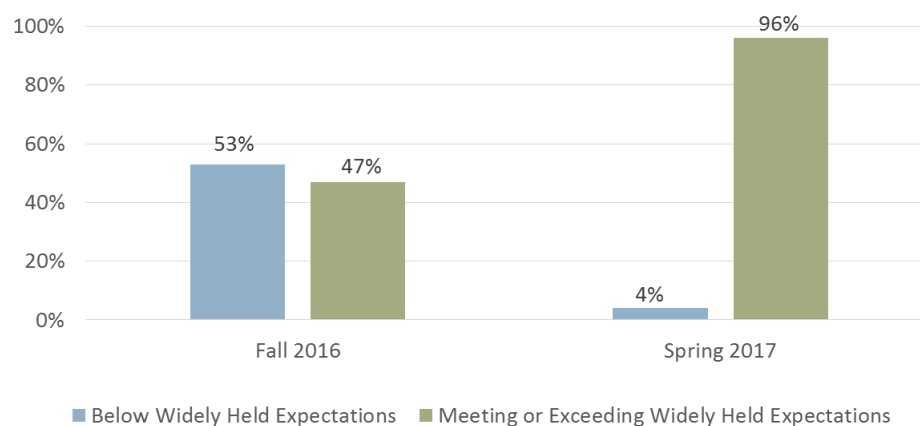
On the following pages, TS GOLD domains are shown in detail...

GOLD[®] By Teaching Strategies Outcomes: ECEAP



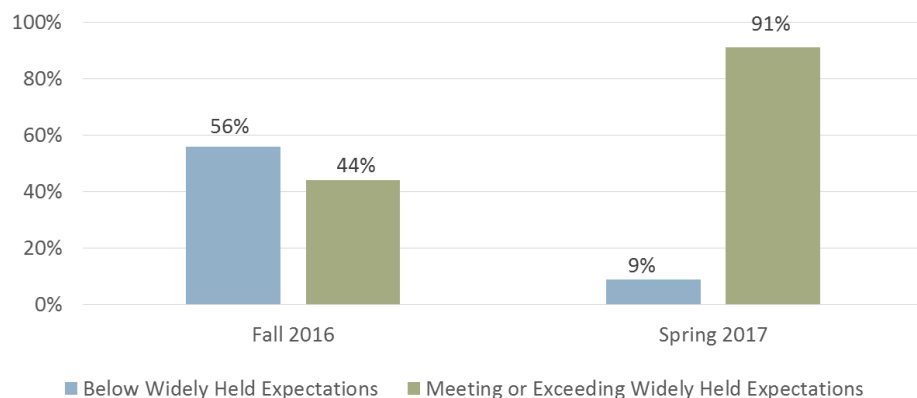
Social Emotional

Manages feelings, establishes positive relationship with adults and peers, solves social problems, follows limits and expectations.



Physical

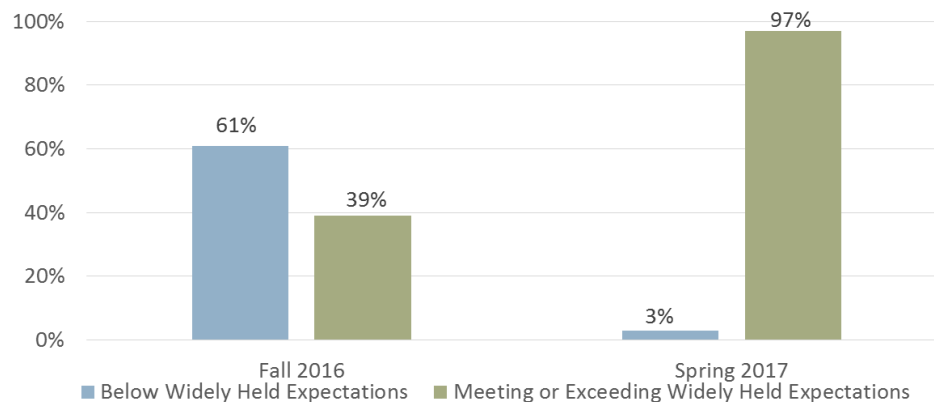
Traveling skills, balancing skills, gross-motor manipulation skills, fine-motor strength and coordination, uses writing and drawing tools.



English Language

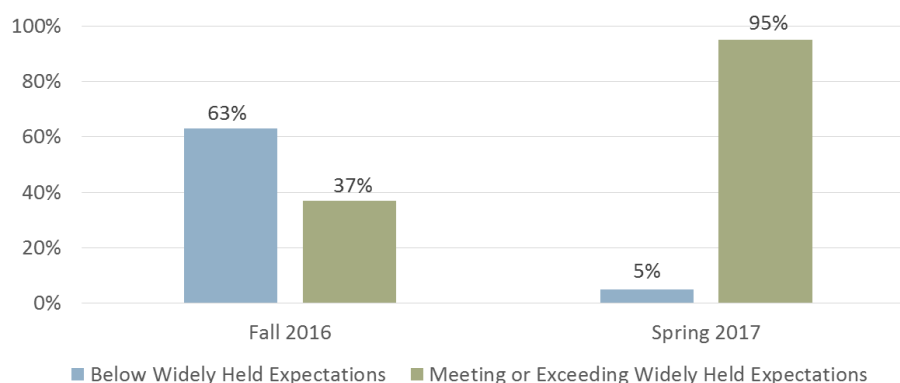
Comprehends language, follows directions, uses expanding vocabulary, speaks clearly, engages in conversations, tells about another time or place.

GOLD[®] By Teaching Strategies Outcomes: ECEAP



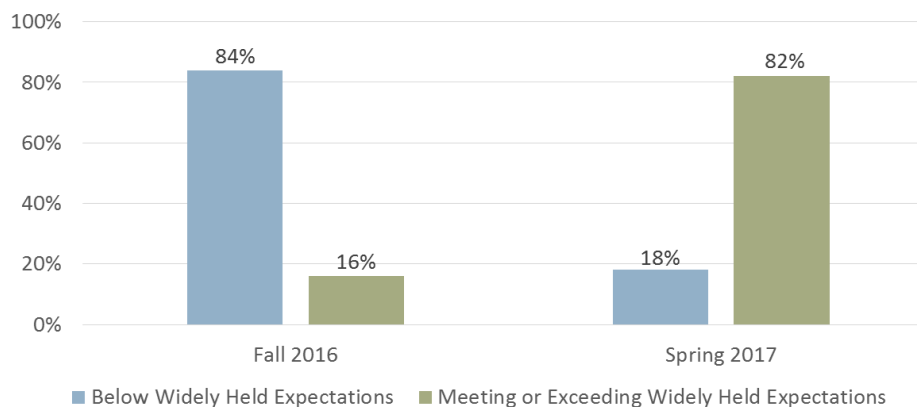
Cognitive

Attends and engages, persists, shows curiosity, recognizes and recalls, makes connections, classifies, thinks symbolically, engages in socio-dramatic play.



English Literacy

Rhyme and alliteration, identifies letters, uses and appreciates books, retells stories, writes name, interacts during read-alouds and book conversations.



Mathematics

Counts, connects numeral with their quantities, understands shapes and spatial relationships, compares and measures, understands patterns.

SNOHOMISH COUNTY ECEAP

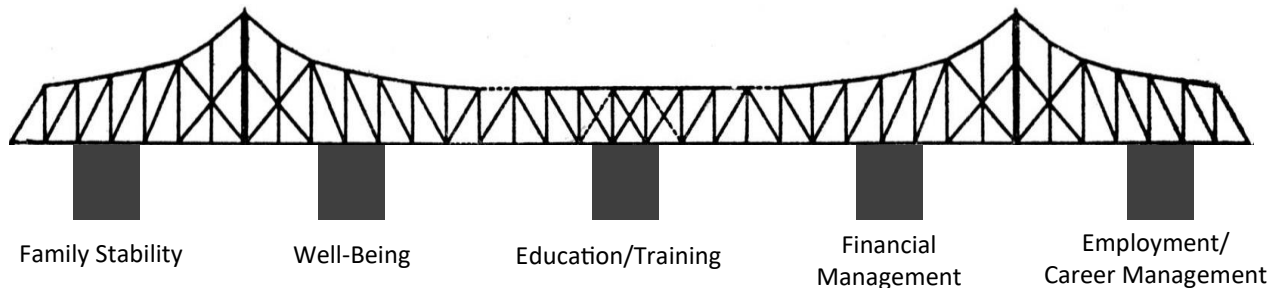
Family Engagement

Like NSC EHS, ECEAP family engagement framework is based on the Two-Generation principles as set forth by Ascend, the policy program of the Aspen Institute in Washington DC:

- ◆ Measure and account for outcomes for both children and parents.
- ◆ Embed learning and evaluation in program design and strategy.
- ◆ Use multiple approaches.
- ◆ Use data to build internal capacity and ensure continuous feedback through evaluation¹⁴.

Mobility Mentoring

ECEAP was chosen to pilot Mobility Mentoring, a family support program developed by Economic Mobility Pathway (EMPath) in Massachusetts and adapted for use in early learning. Staff do an initial assessment with parents, then map and track progress on family goals in a span of domains. A bridge with five key areas, or “pillars”, is used as a visual:



This was the second year of the pilot. According to the *Department of Early Learning Outcomes Report 2016-17*, across the state 2,585 families participated in a survey process to assess the effectiveness of MM. These families:

- ◆ Set 3,203 family goals, averaging 1.3 per family.
- ◆ Met 1,583 of these goals during the school year.

Goals most often met were in the areas supported by ECEAP: parenting skills, involvement/advocacy, healthy lifestyles, and accessing community resources. Goals set but indicate more time and support needed to attain: education, earnings level, housing, and savings.

Children enrolled in sites using MM had greater gains in language and literacy development than children in other ECEAP sites, regardless of factors such as poverty level, race/ethnicity, age, etc.

Families Moving Forward

This is a family support program designed to teach parents how their child’s brain develops, and how they as their children’s primary teachers can support this development. Snohomish County ECEAP sites were required to participate during the 2016-2017 year. Parents are trained to understand the executive function component of the brain (working memory, cognition and self-control), set goals to moderate stress in themselves, their home and children and develop executive function through interactive games and activities.

¹⁴www.ascend.aspeninstitute.org.

SNOHOMISH COUNTY ECEAP

Family Engagement

Family Surveys. Like NSC EHS, ECEAP surveys parents every year to see how they and their families benefited from the variety of services they received. In the Spring of the 2016-2017 school year, approximately 875 Snohomish County ECEAP parents and guardians of children participated in a survey conducted by the Department of Early Learning. Quantitative data is not yet available; however, below are some narrative responses from parents about how ECEAP has benefitted their families:

- ◆ Having goals helped us as a family achieve many things; we have achieved things that I couldn't have conceived.
- ◆ ECEAP helped my son with ADHD transition into kindergarten.
- ◆ ECEAP gave us tools to help us blend our new family.
- ◆ I came here with a lot of issues; ECEAP has pointed me in the right directions to resolve them.
- ◆ My son has learned a tremendous amount—he is teaching his younger cousins!
- ◆ My daughter is growing to be a person who wants to learn more.
- ◆ My child has learned to be thoughtful and help others.
- ◆ ECEAP provided stability when life was unstable.
- ◆ My child now understands that children have different beliefs and that it's nice to ask about their language and culture.
- ◆ ECEAP helped me with parenting and how to deal with problem behaviors.
- ◆ My daughter has gained confidence and independence.
- ◆ My son, who came from a developmental speech program, overcame his social boundaries and has made new friends.
- ◆ We like sharing our culture with others.

Snohomish County ECEAP will distribute the complete Family Survey Report as soon as it is available from the Department of Early Learning.

Family Engagement Process Objectives

Family Events	Parents at Family Events	Parent Educational Activities	Parents at Parent Educational Activities	Volunteer Hours	Professional Referrals
151	3,673	265	2,885	5,393	4,698

SNOHOMISH COUNTY ECEAP

Health and Nutrition

Medical, Dental and Immunizations

The family support staff review child medical, dental and immunization reports and consult with the Early Learning Division Nurse regarding any questions or identified concerns. Family support staff help families access health services like Medicaid or dental care.

When it is not possible to obtain a dental exam through a dental office, dental professionals from Smile Partners and Kids Cavity Prevention Program go out to sites and provide oral screenings for children.

Child medical exam completion rate: 95%
Dental exam completion rate: 96%
Immunization completion rate: 96%*

(*4% are still on a schedule for their shots or are documented as exempt.)

Nutrition

Children living in poverty are likely to experience lack of nutritious, balanced meals. ECEAP children receive:

- ◆ A combination of meals and snacks during their ECEAP day
- ◆ Simple food preparation activities that promote their math and science skills

Parents receive:

- ◆ Nutrition counseling
- ◆ Publications and referrals to community food resources such as the Women, Infants and Children (WIC) program, the Washington Basic Food Program or local food banks



The Health Care Institute (HCI)

HCI is a parent education class teaching child home health and safety based on research from UCLA and Johnson & Johnson. The goal is to improve the health care knowledge of parents by coaching them to:

- ◆ Recognize and address common health and safety problems at home.
- ◆ Know when to call a health care provider.
- ◆ Minimize and possibly avoid costly medical bills.
- ◆ Communicate effectively with health care providers.

Class materials include a take-home healthcare reference book, *What To Do When Your Child Gets Sick*, available in five languages.

Photo: Pinterest

SNOHOMISH COUNTY ECEAP

Health and Nutrition

Heights and Weights. Height and weight screenings ensure that ECEAP children are developing in a way appropriate for their age. Screenings are done within 60 days of the child's first day at school and again near the end of the school year to compare Body Mass Index (BMI)* results.

****About BMI:** BMI standards and categories are determined by the Center for Disease Control. BMI results may or may not reflect the medical opinion of individual physicians. ECEAP encourages families to use BMI results not definitively, but as one indicator of their child's health, to be discussed with their family doctor.*

Positive Changes: The following data highlights show the percentages of children who measured at unhealthy body mass indexes in the Fall and whose results improved in the Spring:

- ◆ **28** children measured as underweight in the Fall.
57% of those children moved to healthy weight in the Spring.
- ◆ **197** children measured as overweight in the Fall.
33% of those children moved to healthy weight in the Spring.
- ◆ **201** children measured as obese in the Fall.
29% of those children moved to a healthier BMI status in the Spring.





Thank you for supporting the work of the Early Learning Division. Our program outcomes demonstrate that high quality programs produce meaningful gains in school-readiness.

*Early childhood education is the key to lifelong success—**the sooner the better!***



Photo Courtesy Everett Public Schools